EVALUATION STATEMENT OF WORK (SOW)

Final Performance Evaluation
I. PURPOSE OF THE EVALUATION

A. Evaluation Purpose

Sawiris Foundation for Social Development (SFSD) is conducting a final performance evaluation of the Seeds of Hope Egypt: Improve Youth Access to the Labor Market by Strengthening the Technical and Vocational Higher Education Training.

The evaluation will examine (1) the extent to which the project activities’ results have been achieved as described in the project proposal document, and (2) design aspects that could be incorporated in future TVET programs funded by SFSD.

The final evaluation will target the activities took place during the period May 2017 to December 2019.

B. Audience and Intended Uses

The primary audience of the evaluation report will be SFSD, specifically Senior Management, Learning and Strategy Unit, and the Education and Scholarships Sector. The final evaluation will examine the activity implementation and recommend changes to improve the activity if needed, as well as to inform SFSD about lessons learned from the current project.

SFSD will review and share the evaluation executive summary, final report and recommendations with the implementer and stakeholders and the general public via the SFSD’s Website.

II. SUMMARY INFORMATION

The project under evaluation can be summarized as follows:

<table>
<thead>
<tr>
<th>Project Name</th>
<th>Seeds of Hope Egypt: Improve Youth Access to the Labor Market by Strengthening the Technical and Vocational Higher Education Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementer</td>
<td>Institut Europeen de Cooperation et de Developpment (IECD)</td>
</tr>
<tr>
<td>Geographic Regions</td>
<td>Cairo, and Alexandria</td>
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<tr>
<td>SFSD Sector</td>
<td>Education and Scholarships</td>
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III. BACKGROUND

A. Description of the Problem

In Egypt, unemployment rate continues to rise and youth between the ages of 15 and 29 are increasingly the most affected. In 2017, the official unemployment rate stood at 12.8 percent, and for youth it reached 30 percent. The situation is even worse for young women, with their unemployment rate reaching 48.9 percent in 2017. Technical and Vocational Higher Education represents an important part of the Egyptian education sector. This sector includes more than 1.7 million students and 140,000 teachers. However, the curricula used for the training are not sufficiently relevant and updated, therefore the students are insufficiently skilled when entering the labor market. Companies in Egypt constantly express the lack of required technical skills and 80% of employers recruiting technicians consider it as an obstacle to their activity.
Consequently, in the second round of the Seeds of Hope program, the IECD aimed at improving youth access to the labor market through strengthening the technical and vocational training in electricity in four schools: Don Bosco Cairo, Don Bosco Alexandria, El Wardian and Ras El Soda in Alexandria. This is through four main pillars:

1. Improvement of the curricula
2. Guidance and employment
3. Training of trainers
4. Renewal of the equipment

B. Summary Project/Intervention to be evaluated

1- 2640 youth from the partner schools have access to high quality training program.
2- At least, 15 trainings of trainers are organized.
3- At least, four trainings are organized for 6 GEO officers on soft skills.
4- 1200 young people from technical schools are accompanied in their professional integration
5- 350 job opportunities are proposed through the close relationship developed between the companies and Guidance and Employment Offices services.
6- One year after the training, 95% of the graduated from the 4 schools will enter the job market or will pursue higher education;
7- 2 technical job fairs and 2 school events (graduation ceremony mainly) are organized;
8- 450 students (150/year) from the partner schools are placed in internships;
9- 4 partners vocational training centers are able to sustain, develop, implement and promote high quality trainings;
10- A twinning programme between the 2 partner public schools and 2 trainings centres from others countries is developed.

C. Activity Results Framework

Project objective 1: Renovating the electricity curriculum based on the needs of the industries, complying with the Competency Based Approach.

Project objective 2: Providing adequate equipment and training to teachers to carry out courses.

Project objective 3: Strengthening the integration of students into the industrial sector after the program through Guidance and Employment Offices services.

D. Relevant Documentation

1. Monitoring and Evaluation Plan
2. Program/project Agreement
3. Work Plan
4. Progress Reports

IV. EVALUATION QUESTIONS

In general, the final evaluation will try to provide recommendations and guidance on the effectiveness of the activity interventions thus far in achieving the overall activity goals.
Specifically, the evaluators will focus on answering the following questions:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Suggested Data Sources</th>
<th>Suggested Data Collection Methods</th>
<th>Data Analysis Methods</th>
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<tbody>
<tr>
<td>To what extent has the Project’s activities achieved the desired results and contributed to the achievement of the overall objectives?</td>
<td>Surveys - Project documents /work plans and secondary data.</td>
<td>Individual interviews, surveys and (Focus Group Discussion)</td>
<td>Analyze results of survey, analyze project supportive documents and key informant interviews</td>
</tr>
<tr>
<td>Were the project strategy and activities appropriate for community needs and to match the Egyptian national TVET strategy?</td>
<td>Surveys - Project documents /work plans and secondary data.</td>
<td>Individual interviews, surveys and (Focus Group Discussion)</td>
<td>Analyze results of survey, analyze project supportive documents and key informant interviews</td>
</tr>
<tr>
<td>What are the aspects that can be modified to have better impact from implemented programs and activities in the future?</td>
<td>Surveys - Project documents /work plans and secondary data.</td>
<td>Individual interviews, surveys and (Focus Group Discussion)</td>
<td>Analyze results of survey, analyze project supportive documents and key informant interviews</td>
</tr>
<tr>
<td>To what extent are the project’s achievements and results sustainable?</td>
<td>Surveys</td>
<td>surveys Focus groups discussions</td>
<td>Participants observation and Analysis of results.</td>
</tr>
<tr>
<td>To what extent were the Vocational Schools activities supported successful in improving students’ employability?</td>
<td>Surveys - Project documents /work plans and secondary data.</td>
<td>Individual interviews, surveys and (Focus Group Discussion)</td>
<td>Analyze results of survey, analyze project supportive documents and key informant interviews</td>
</tr>
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V. EVALUATION DESIGN AND METHODOLOGY

Data Collection Methods:
The evaluation team must develop data collection tools that are consistent with the evaluation questions to ensure high quality analysis. The evaluation team is required to share data collection tools with the SFSD Learning and Strategy Unit Evaluation Manager for review, feedback and/or discussion. The evaluation team must complete the review of all debriefing materials cited in the “Relevant Documentation” section prior to starting evaluation activities. The evaluation team may also review additional resources to the extent necessary to perform its work.

Data collection methods may include a combination of the following:

- Desk review of relevant documentation: SFSD will provide the Evaluation Team with soft copies of the activity related documents
before starting the evaluation activities. All evaluation team members shall review these documents in preparation for the initial team planning meeting.

- Key Informants Interviews (KII) - sample size will be determined by the evaluation team/consultant.
- Surveys designed to gather quantitative data.
- Group discussions with beneficiaries.
- Secondary analyses of baseline data and progress data.
- Case Studies to include success stories with the beneficiaries who received services under different interventions.

**Interviews and Site Visits:**
Fieldwork will take place in Cairo and Alexandria.

Key Informant and Group Interviews will include, but may not be limited to:

- SFSD program and financial staff responsible for managing the program/project.
- Field level staff from the 2 targeted governorates
- Beneficiaries: students, and teachers
- Partner companies.
- Educational partners

The evaluation team must provide a more detailed explanation of the proposed methodology for collecting data. A list of interviewees and key stakeholders will be provided by SFSD prior to the evaluation inception. The evaluation team must aim to collect data using a sample size that is valid and representative.

**Data Analysis Plan:**
Prior to the start date of data collection, the evaluation team must develop and present, for SFSD review and approval, a data analysis plan that details how the survey, focus group discussions and key informant interviews will be transcribed and analyzed.

VI. **DELIVERABLES AND REPORTING REQUIREMENTS**
- **Team Planning Meeting:** A team-planning meeting must be held in Cairo at the outset of the evaluation. This meeting will allow SFSD to discuss the purpose, expectations, and agenda of the assignment with the Evaluation Team. In addition, the team will:
  - Finalize team members’ roles and responsibilities;
  - Review and finalize the assignment timeline;
  - Present and discuss data collection methods, tools and guidelines;
  - Review and clarify any logistical and administrative procedures for the assignment.

- **Work Plan:** The evaluation team should submit the Work Plan and evaluation methodology to the SFSD Evaluation Manager for approval.
O **Evaluation Design:** Prior to the team planning meeting, the evaluation team must submit to the Evaluation Manager an evaluation design (which will become an annex to the Evaluation report). The evaluation design will include: (1) a detailed evaluation design matrix that links the Evaluation Questions in the SOW to data sources, methods, and the data analysis plan; (2) draft questionnaires and other data collection instruments or their main features; (3) the list of potential interviewees and sites to be visited and proposed selection criteria and/or sampling plan (must include calculations and a justification of sample size, plans as to how the sampling frame will be developed, and the sampling methodology).

O **Mid-term Meeting with the Evaluation Manager:** The evaluation team is expected to hold a meeting with the Evaluation Manager by mid data collection phase to discuss the status of data collection, any issues, and/or preliminary findings.

O **Final presentation by the evaluation team:** Prior to submission of final evaluation report, the evaluation team must present their final findings to the SFSD within 15 business days after submitting the draft report. The debriefing must include a discussion of achievements and issues as well as recommendations for the future activities designs and implementation. The team must consider any comments from SFSD and revise the draft report as appropriate.

O **Draft Evaluation Report:** The evaluation team must submit a draft evaluation report within 15 business days of the field work completion. The report will address each of the questions identified in the SOW and any other issues the team considers to have a bearing on the objectives of the evaluation.

O **Final Report and data sets:** Evaluation team will submit the final evaluation report to the SFSD Evaluation Manager within five working days from receiving SFSD comments. The written report must clearly describe findings, conclusions and recommendations for future programming. The final report must not exceed 30 pages in length (not including appendices, lists of contacts, etc.). The format must include an executive summary, table of contents, methodology, findings, and conclusions including the recommendations. The report must be submitted initially in English, electronically, and later, an Arabic translation of the Executive Summary. SFSD will retain ownership of the survey and all datasets developed.

O **Arabic Translation of the Executive Summary:** After approval of the final report, the evaluation team must submit the Arabic translation of the Executive Summary within 5 working days from approving the evaluation report.

**VII. EVALUATION TEAM COMPOSITION**

The (up to four-member) team should include the following personnel and others may be added as per the bidder justification. All efforts should be made for the team to be compromised of a balanced number of male and female members:

O **Evaluation Team Leader:** a senior level, who must have a professional background in
international development that includes at least 10 years of extensive experience in leading evaluation teams and the design, implementation, and/or evaluation of TVET project/programs, including significant (10+ years) experience focused on TVET. He/She should have experience in leading data collection teams, analyzing data and summarizing findings. As the evaluation Team Leader, the incumbent should be thoroughly familiar with the evaluation techniques, and possess good organization and team-building skills, and excellent written and oral communication skills in English and Arabic.

Mid-level Monitoring and Evaluation Specialist: The Evaluation Team shall include a local monitoring and evaluation specialist. The following characteristics must be reflected in the monitoring and evaluation expert in order to maximize use of time and effectiveness of the survey: fluency in Arabic and English language; 4-5 years past experience in monitoring and evaluation of education development activities focusing on TVET; and strong written and verbal communication skills.

Evaluation implementation timeline should show the following tasks/stages:

1. Desk review
2. Team planning and preparation of evaluation tools
3. Data collection
4. Analysis and drafting evaluation report
5. Finalizing report and deliverables
6. Presentation of evaluation results

VIII. REPORT FORMAT

The evaluation report should include an executive summary; background of the local context; the evaluation purpose and main evaluation questions; the methodology or methodologies; the limitations to the evaluation; findings, conclusions, and recommendations.

The annexes to the report shall include:

- The Evaluation SOW;
- All data collection and analysis tools used in conducting the evaluation, such as questionnaires, checklists, and discussion guides;
- All sources of information, properly identified and listed;

IX. LIST OF ANNEXES

1. Program description
2. Results to date
3. Project progress reports

All questions or clarifications regarding this SOW must be in writing and submitted to Moahmed Sayed (msayed@sawirisfoundation.org).

Deadline for submission of proposals: September 10th, 2019